

Recommendations of the Distance Education Committee for 2006-2007

1. The registration and advisement process must be changed to make sure that students know that they have registered for an online class.
2. Some methodology must be developed to make sure that all online classes are designated as such in the Schedule of Classes (both online and in the printed version).
3. We recommend that STX-100 should be enhanced to include a module on Blackboard and a module on online classes.
4. We recommend that STX-100 be made a required course for matriculated students, and that computer literacy be made a part of this course (although students might be given the option of “testing out” of the computer literacy module of the STX-100 course).
5. Given the small number of fully online sections being currently offered, at this point in time we recommend that student evaluation of faculty in fully online classes that have no face-to-face meetings be accomplished by mail, in much the same way that faculty vote in faculty elections (i.e., using multiple envelopes). The student evaluations could be mailed directly to department chairs.
6. We recommend that students registering for fully online classes be in good academic standing. (Students may still receive the permission of the corresponding department if they are not in good academic standing.)
7. We recommend the following class sizes:
For an online section (fully or partly) 10 - 25 students
For an online section (fully or partly) that is also WI..... 10 - 20 students
For an online section (fully or partly) that is also an Honors section... 8 - 15 students
8. We recommend that a faculty member should have some formal training related to teaching an online class prior to teaching such a section, i.e., that the faculty member has completed a course dealing with online pedagogy from some organization. To this end, we recommend that QCC develop a daylong (or multi-session) seminar on online teaching.
9. We recommend that, because of the increased workload of online courses and the current low level of course offerings (only 9 fully online and 9 partly online classes listed for the spring), the college should consider ways to encourage more faculty to develop online courses. This may include stipends, training, mentoring, release time, reduced class sizes, grants and, most importantly, consideration toward reappointment, promotion and tenure.